



Montgomery Community Action Committee & CDC. Inc. Job Description

Job Title: **Teacher**
Department: Head Start
Reports to: Head Teacher

Supervisory Controls:

Work under the direct supervision of the Head Teacher. Work requires a thorough knowledge of the goals and objectives of the total Head Start program. Incumbent is expected to act independently in teaching children assigned to them and perform other tasks related to the education and development of preschool aged children.

Responsibilities:

Demonstrate competency to perform functions that include:

- a) planning and implementing learning experiences that advance the intellectual and physical development of children, including improving the readiness of children for school by developing their literacy, phonemic, and print awareness, their understanding and use of language, their understanding and use of increasingly complex and varied vocabulary, their appreciation of books, their understanding of early math and early science, their problem-solving abilities, and their approaches to learning;
- b) establishing and maintaining a safe, healthy learning environment;
- c) supporting the social and emotional development of children; and
- d) encouraging the involvement of the families of the children in a Head Start program and supporting the development of relationships between children and their families.

Performance Standards:

Work performance may be measured using objective evaluation tools, C.L.A.S.S. scores, attendance, and other measures including the ability to positively interact with parents using a wide range of teaching and learning techniques. Work must conform to Head Start Performance Standards and all relevant regulations and program directives.



Duties:

Preparation and Presentation of Instruction

1. Identifies various developmentally appropriate instructional strategies based on school readiness goals.
2. Prepare instructional resources and lesson plans and orient children using clear directions and suitable teaching strategies.
3. Help children acquire meaningful content knowledge in all learning domains using current, accurate, and child-focused techniques and information.
4. Facilitate learning concepts, language development, scientific inquiry that leads to higher-order thinking skills in young children.
5. Apply knowledge in C.L.A.S.S. Observation domains and dimensions as part of the classroom routine.

Learning Environment and Classroom Management

1. Promote parent and volunteer participation in center and program activities.
2. Assume custodial responsibilities necessary to maintain a clean and orderly learning environment.
3. Exercise health and safety practices appropriate for children and adults.
4. Manage and make the most class time by promoting instruction and learning.
5. Discourage or redirect student aggression by managing children's behavior.
6. Encourage active participation of children in daily activities by limiting children's "wait" time.
7. Use verbal and non-verbal skills to provide cues to children that encourage positive behavior.
8. Display samples of children's work reflective of the lesson plan.

Observation, Assessment, Monitoring Performance

1. Assess children's level of performance and progress on a daily basis.
2. Utilize data in determining best practices and teaching techniques to meet the needs of individual children.
3. Use assessment data to determine or modify objectives, strategies, activities and materials.



4. Monitor children's performance by recording daily observations, using effective questioning, and assessing levels of performance.
5. Make home visits and hold parent conferences to discuss children's progress and development.
6. Monitor activities of center staff for compliance with program rules and regulations.

Communication:

1. Maintain confidentiality of individual family records and interactions including home visits and parent-teacher conferences using a secure filing system.
2. Make an effort to communicate with non-English Language learners including parents and children.
3. Maintain individual records on children's growth and development to facilitate planning activities and classroom instruction.
4. Communicate high expectations for children and adults.
5. Speak clearly, correctly, and coherently for ease of understanding by children and adults.
6. Communicate goals and activities of the program to parents, staff, volunteers, and general public.

Professionalism/Leadership

1. Assist in the implementation of the program's Education and School Readiness plans.
2. Work closely with other center personnel to assure that education efforts are an integral part of the total developmental process.
3. Direct the work of the Teachers, Teacher Assistants, and Aides as a partner in the teaching process.
4. Attend all workshops and trainings to foster continuous classroom and program improvement.
5. Improve professional knowledge and skills by using books, journals, and professional organizations to improve teaching.
6. Function effectively as a member of the center management team in executing program goals and objectives, while integrating rules, regulations, and procedures into a daily routine.
7. Enforce continuous compliance with Head Start Performance Standards.
8. Work with Parent-Center Advisory Committee Members on conducting activities.



9. Evaluate performance of center staff and provide feedback on rules of improvement or achievement.
10. Orient new staff, parents, and volunteers on Head Start Performance Standards, rules, regulations, and center procedures.
11. Assist in referring children with suspected problems to appropriate components including participation in IEP meetings.
12. Submit daily and monthly reports to Central Office in a timely manner.
13. Act as liaison between Central Office and center staff.
14. Requisition supplies and materials as needed and make daily reports of center status.

Qualifications:

1. Must have a bachelor's degree in early childhood education or child development, or a bachelor's or advanced degree in early childhood; and course work equivalent to a major relating to early childhood education with experience teaching pre-school aged children.
2. Must be able to work with small children, frequently in mixed age groupings, while displaying warmth and patience.
3. Must be able to direct and organize the activities and work of others, and establish effective working relationships with parents, volunteers, and co-workers.
4. Must be able to communicate with persons of varied cultures and backgrounds regardless of race, color, creed, religion, nationality, economic or social standing.
5. Must be familiar with all areas of Head Start and be able to effectively communicate basic concepts by oral and written means.
6. Must have significant mobility, transportation, valid driver's license, and proof of insurance to conduct required home visits and attend trainings.
7. Must have basic computer skills.

EDUCATION REQUIRED

The knowledge, skills and abilities typically acquired through the completion of a bachelor's degree program or equivalent degree in a field of study related to the job.



PHYSICAL JOB REQUIREMENTS

Most of the time is spent sitting in a comfortable position and there is frequent opportunity to move about. On rare occasions there may be a need to move or lift light articles.

Equal Opportunity Employer/Protected Veterans/Individuals with Disabilities

REQUIREMENTS

Must pass a local and state criminal history background check, fingerprinting, physical examination, TB Test, clearance of the State Central Registry on Child Abuse and Neglect; obtain valid Driver’s License with Clearance from agency insurance provider and reliable transportation.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee must regularly lift and/or move up to 25. Specific vision abilities required by this job include close vision, color vision, and ability to adjust focus.

WORK ENVIRONMENT and ENVIRONMENTAL CONDITIONS

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate. No or very limited exposure to physical risk.

Employee Name Employee Signature Date

Supervisor Name Supervisor Signature Date

